



Assessing Students Creatively

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Background

- Assessment tasks had a tendency to be dull and boring. Whilst they tested the students knowledge of course content, they were often plain and uninspiring.
- A typical Year 7 or 8 task would often involve students listening to or reading a word or sentence in the target language and answering a question about it.

Answer all questions in ENGLISH in the spaces provided.

Each item will be read twice.

Item 1: (5 marks)

Write down the number you hear.

a) _____

b) _____

c) _____

d) _____

e) _____

Item 2: (6 marks)

Complete the following table in English.

Name	Street Number	Age	Profession/ Job	Likes / dislikes
Mlle <u>Maurier</u>				
M. Bonnard				
Mme Matisse				

Item 3: (3 marks)

a) What nationality is Juliette?

b) How old is she?



Year 7 French

In order to try and enhance the assessment task experience for both the teacher writing the task and the student doing the task, I experimented with a different approach.

I created a webquest-style task, where I tried to place the students **INSIDE** the task (i.e. make them relate to it more personally)

Listening Skills (20 marks)



Samuel has just started with you at Knox in Year 7 and he told you recently that he has to move to France at the end of the term because of his father's job. He is aware that you have been working really well in French lessons and he needs your help with a few things.

Question 1: (5 marks)



Samuel is on Skype with one of the people he will be going to school with in France. Listen to what that person says and fill in the gaps:

Name: (1 mark) _____

Nationality: (1 mark) _____

City he lives in: (1 mark) _____

Address (street and street number): (2 marks) _____

Question 2: (5 marks)



Samuel already has one friend in France following question 1! He has added him on facebook and is now looking through his friend list. He has lots of friends in Europe. He reads out some names and information to you.

Fill out the table below with the names of the friends, their nationalities and where they live:

FRIEND'S NAME	NATIONALITY	WHERE THEY LIVE
.....	France
Troy
.....	American
.....	Italy
<u>Julianna</u>



Year 8 German

- After experimenting with Year 7, I decided to try doing something different with our most challenging Year group.
- Keeping students motivated and enthused is often a challenge at this level.
- I wanted to take the personal touch to a whole new level.



The 'traditional' Listening/Reading Task

- Year 8 German assessment tasks at Knox have followed the same generic formula for many years (just like in Year 7).
- Listening tasks involve listening to a number of different texts and answering questions about them in English. Reading follows the same pattern.
- I had previously tried to incorporate the webquest idea with Year 8 (like I did with Year 7).

Your name:.....

You will hear 6 questions. Every item will be read out twice.
Answer the questions in ENGLISH!

Question 1 (5 marks)
There is a boy on exchange at school. A Knox boy decides to talk to him in German. You are quite curious to find out about this boy.
Write down what you hear about him!



NOTES:

His name: *Andreas*

Where he comes from:

Where he lives:

How old he is:

How he feels about school:

Why?

Question 2 (5 marks)
The bell has interrupted the conversation, but you can hear them exchanging phone numbers.
Write the numbers you hear in numerals. You also heard the other boy's number. Just to be safe, you write them both down.



Exchange boy's phone number:
.....

Henry.....
.....
.....
.....

Question 4 (5 marks)
You are still waiting for the tutor. Everybody discusses school. What are they saying about their subjects? Fill in the table below in ENGLISH! Write the name of the two subjects mentioned and ticks the box which best describes how they feel about the subject.

Name	<u>subject</u> 1	<u>subject</u> 2	stupid	<u>great</u>	<u>boring</u>	easy	<u>com-</u> <u>plicated</u>	im- <u>portant</u>	not <u>important</u>
Michael				✓					
Johannes									
Klaus									
Oliver		<i>English</i>							

Question 5 (3 marks)
Andreas is not sure about his timetable so you are trying to help him.
Fill in the missing information in English!

(a) What day are they talking about?

(b)	<u>subject</u>
<u>p1</u>	
<u>p2</u>	
<u>p3</u>	
<u>p4</u>	
<u>p5</u>	
<u>p6</u>	Maths





A different approach

- For the 2012 Term 1 Listening/Reading task, I tried to think outside the box and incorporate both listening and reading skills into the same task.
- I made a series of videos that all form part of a story about an exchange student coming to the school.
- The project involved students from within the school community to “star” in the task.



The trailer

- I created a trailer for the task that was played in Year 8 German classes in the lead up to the task
- This helped to create a buzz about the task and also helped to remind the students that the task was coming

The Task



- I used a Year 11 native German speaker to play the main part in the five videos.
- Students had to answer a question paper based on what is said in the videos.
- At the end of each video, I put text up on the screen (in the form of captions) to music and the students also had to answer questions about the text.

Meeting Klaus

Listen to what Klaus says in the video and answer the following questions in English:

- a) Which country does Klaus come from? (1 mark)

.....

- b) What are his favourite subjects? (2 marks)

.....

.....

Read the profile of Klaus' host student at Knox at the end of the video and answer the following questions in English:

- c) How old is Jay? (1 mark)

.....

- d) How many siblings does he have? (1 mark)

.....



Year 8 Reflections

- The students completed an evaluation on the task.
- The majority really enjoyed it and thought that it “took the edge off” the fact that it was an assessment.
- The especially enjoyed the music and the story, played out by people they were familiar with.



The Knock On Effect

- Year 8 were hopeful of having the same style of assessment task for the Term 3 Listening/Reading task and so I did a second one.
- I created a trailer and series of videos which continued the story that had been set in Term 1 (with the same 'stars').
- My Year 10 German class became aware of the Year 8 task and asked if their Term 3 assessment task could be of a similar nature.

Question 1

(5 marks)

Answer the following questions in English:

- a) What does Boris love about Australia in January?

(1 mark)

.....

- b) Describe how Boris and Hamish travelled to Byron Bay. (Give BOTH details mentioned).

(1 mark)

.....

.....

- c) Why was Boris "*so rot wie ein Krebs*"? (Give BOTH details mentioned)

(1 mark)

.....

.....



Year 8 Speaking/Writing

- Following the success of the Reading/Writing tasks, I contemplated different ideas for Speaking and Writing with Year 8 in 2013.
- Again, these tasks often followed the standard pattern of answering a series of questions in the target language or writing a letter to an imaginary exchange student.



The Task

- Instead of me being creative, I decided that it was the turn of the students to use iMovie to create a video.
- Having just covered the topic of clothing, the students were required to work in small groups and write a movie script (the writing task).
- They then had to act out and film the script in the target language using props (the clothing).

TASK OUTLINE- Writing and Speaking

TOTAL MARKS-10

You are to work in a group of three to create the script and video of a German fashion show with 3 scenes.

The script will be written in German and you will submit this as a group.

In each scene, one member of the group will play the role of fashion show host and will describe two “models”.

Each group member must take the role of fashion show host in one of the scenes and must bring FOUR items of clothing for his two models to wear.

The fashion show host must (in FULL sentences in German)

- Name TWO items of clothing worn by each model
- Describe the colour or pattern of each item of clothing



Year 8 Reflections

- Although it impacted class time, as the students had to work together in groups, there was a positive reaction overall.
- They enjoyed making the movie and dressing up.
- Uploading the videos and ensuring that all group members did what they were supposed to do needed very close monitoring.



Other ICT Assessment Tasks in 2013/2014

- Year 7- Voki (Speaking and Writing)
- Year 7- Video Blogs (Speaking and Writing)
- Year 8- Hobbies Movie (Speaking and Writing)
- Year 8- Reading Task using Publisher to create a magazine
- Year 10- Voice Thread Speaking Task



General Observations

- The use of ICT has had an effect on student motivation and this has been apparent through increased student engagement.
- This has led to increased student numbers at Knox, especially for German.
- Due to the involvement of the whole school community, German has gained a higher profile at the school.